Interactive Power Point Learning Media Based Multilingual Literacy for Children Learning Language

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ABSTRACT

The research aimed to produce interactive PowerPoint learning media-based multilingual literacies for valid language learning. The learning media used handphone as technology information in the process of learning. The research implemented the ADDIE model of research and development, Analysis, Design, Development, Implementation and Evaluation. It was applied to some children who joined the program in mosque Billal bin Robbah which consists of 15 children. The media contains some material i.e., greeting, introduction, daily life activities and hobbies. The result was in the form of a validation score for interactive PowerPoint learning media. Evaluation of the validity of learning media by some experts obtained the following percentage ratings: (1) English material expert validity was 60,41% with a pretty valid category(2) Arabic material expert validity was 81,25 with a very valid category, and (3) Media expert validity was 82,35 with very valid category. Thus, interactive PowerPoint learning media based multilingual literacy can be used to learn foreign languages.

Keywords: Interactive Media, PowerPoint, Multilingual, Literacy, Learning

1. BACKGROUND

In this 21st century, literacy is a strongly needed skill for learners as a basic ability to understand and master knowledge, skills and information that continuously develop in everyday life. Without literacy skills, it will be difficult for people to understand and master all kinds of information. Especially in today's digital era, various kinds of information flow very quickly, are easy to obtain and are continuously developing. Literacy can be developed to involve and compete on a global scale, but it demands a higher level of human resources. Developing reading skills is required in order to improve the quality of human resources and to aid youngsters in becoming effective learners. [1][2] [3].

In the report, UNESCO regarding Literacy for Life stated that literacy is a basic human right as part of the essential right to education. Fulfillment of literacy rights allows us to access science, knowledge technology, and the rule of law, and to utilize cultural richness and media usability [4]. In short, literacy becomes the axis of efforts to improve the quality of human life. Therefore, literacy is the axis of the vortex of education. Literacy skills have a very important role and demand skills needed in the 21st century

Disastrously, Indonesia has low literacy achievement. Based on the results survey of international institutions, literacy skills in Indonesian society are still below the average of the countries surveyed. Assessment conducted by PIRLS (Progress in International Reading Literacy Study), namely studies international forum on literacy reading for students in primary schools (grade IV) coordinated by the IEA (The International Association for the Evaluation of Educational Achievement). This survey was carried out every 5 years, and in the 2011 survey, Indonesia ranked 42 out of 45 countries surveyed. Meanwhile, the results of the 2016 survey, will only be released at the end of 2017. Moreover, PISA (Program for International Students Assessment) is a test system initiated by the Organization for Economic Cooperation and Development (OECD), to evaluate the system of education from 72 countries around the world. Every three years, 15-year-old students were randomly selected, to take the test of the three basic competencies i.e. reading, math and science. Survey results in 2015 show the average value of Indonesia's achievements is still below the average value of the world, and Indonesia

ranked 69 out of 72 countries surveyed, for achievement scores in the field of literacy competence. However, in 2015 there was an increase in Indonesia's significant educational attainment i.e. 22.1 points, which puts Indonesia at fourth place in terms of increase in student achievement compared to the results of the previous survey in 2012 [4].

To improve literacy skills, various programs and activities continue to be pursued, both at school, family and community. The Ministry of Education and Culture developed the School Literacy Movement (SLM). The definition of School Literacy in the SLM context is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and/or speaking. To make SLM a success, many activities have been carried out by the Directorate General of Basic Education targeting all educational units, from elementary, junior high, high school and vocational schools [4].

However, the implementation of the SLM still faces many obstacles due to several factors, among which supporting resources are still lacking. Resource supporters are the biggest obstacle still inadequate school library, space read, and the number of books, especially fiction books and book references. For schools as technical units implementing activities literacy, need to disseminate programs/activities literacy to all school members (principals, teachers, students, education staff, school committees, and parents), then in terms of coaching can implement literacy programs in their schools properly and can also do an imitation to school in surrounding. It is also necessary to support facilities and infrastructure good literacy supporters, and always organize themed activities/programs for literacy at school [4].

In addition, the development of cultural literacy in all ecosystems of education is not only used at school as a formal institution of education. The effort to improve literacy skills can be done in a family and community as an informal institution. Children also may improve their literacy skills in a kind of mosque community or any kind of youth community surrounding environment. The concern of this research that is children in Billal Bin Rabbah who have activity related to learning about the Qur'an and hadith, do some activities related to self-actualization to develop their talents, becomes prayer priest, practice giving speech, etc. Hence, a mosque is used as an education centre, a place for consultation and communication on sociocultural issues, a place for social assistance, a place for developing strategies, and a place for receiving guests. This means that the mosque does not only function as a place for worship and religious activities. However, the mosque is also used as a place for learning activities, training, a place for self-actualization and others.

Hence, related to learning foreign languages, English and Arabic are the main concerns of the study. Those two languages are important and valuable to be learned in informal situations. They are necessary for Muslim teenagers to prepare for their future. English needs to be studied in this era of globalization because English is an international language [5]. English is one of the international, global and world languages that are learned and spoken by billions around the world. Arabic needs to be learned by mosque youth because Arabic is the language of the holy book of Muslims which is also mastered by more than 20 countries in the world [6].

The globalization era and open culture in the 21st century influenced the social phenomenon of multilingualism due to the accessible information via the internet that exposed many languages for people. Language development from local languages becoming bilingual to multilingual is a development that cannot be achieved inevitably; this makes multilingualism an interesting study for a review because multilingualism is a phenomenon of human life that continues to grow larger and more complex.

Some of the motivations for learning a foreign language include the fact that it is an investment as well as a provision for a person's future profession. Indonesia has at least four languages that can be considered important for the nation's future, namely Arabic as a religious language, English as a language of science and technology and global communication, Chinese for work in economics and trade, and local languages, which include regional languages. Cultural diversity and local wisdom, as well as a unified language, particularly Indonesian, as a strength for the soul nationalist nationalism, play a role in forming personality with local values. Society is multilingual not just using language but rather a way of life rather than a problem to be solved, but a shift in language that occurring in society is part of the civilization of local community life and the modern world. Therefore, language education, especially education Multilingualism is a part that cannot be avoided and cannot be ignored 21st century society [7].

Nevertheless, the youth of the Bilal Bin Robbah mosque stated that English and Arabic were two very difficult languages for them to learn and sometimes they felt bored memorizing their new vocabulary. The differences in writing and reading also provide additional difficulties for them to be fluent in the two languages. This is known from the results of interviews conducted with several randomly selected mosque teenagers. There were 3 mosque teenagers who were interviewed about several obstacles they faced in learning Arabic and English.

A problem in learning Arabic is a factor that can hinder and slow down the implementation of the teaching and learning process. There are two problems in learning Arabic, namely linguistic and non-linguistic problems.

Linguistic problems consist of sound/phonetic, vocabulary, writing, morphological, syntactic/grammatical, and semantic problems, while non-linguistic problems include incompetent teachers, low student motivation, irrelevant material and inadequate infrastructure [8].

In learning English, the problems are coming from the students themselves. Having a lack of learning motivation and interest because of the unavailability of good facilities, supporting learning circumstances, and interesting materials that fit learners' needs. Having a lack of basic knowledge and vocabulary mastery causes students to have difficulties to understand the materials. Having a lack of self-confidence to speak, students fear to involved in practice with their interlocutors [9]. In addition, some difficulties encountered by the students are varied and are grouped into themes: problems with grammar, problems with pronunciation, and problems with academic writing [10].

The goal of learning another language is to make it easier for the learner to write and converse in the new language. The motivation to learn is crucial in gaining language ability. As a result, the learning process requires an appropriate medium to improve the learner's motivation to learn by creating a pleasurable environment. Furthermore, in the teaching and learning process, media is described as graphic, photographic, or electronic tools for acquiring, analyzing, and rebuilding visual or verbal information [11].

Therefore, in upgrading literacy skill for the youth mosque, it needs a kind of digital media that harness technology in learning language both Arabic and English to facilitate their activity that is more interesting, valuable and enthusiastic.

Here interactive media play an important role as technology information to utilize students in learning. Interactive media is one of the media that harness gadgets in the form of digital applications [12] [13] [14]. The teacher uses media that is appropriate for the material to be able to attract the attention of students while studying [15].

By establishing a pleasurable environment, media plays a significant part in improving learners' desire to learn. In this digital age, learning models use technology as learning material to provide students with greater access and opportunity to enhance their knowledge. Because technology is available in education, educators may create and implement novel and engaging learning methods. Furthermore, the internet plays a significant role in minimizing the time spent on physical interactions between students and teachers while attaining same or better results in enhancing language abilities. As a result, the teaching-learning process requires media that is suited for this era. [11]. In addition, developing media using technology is strongly helpful in learning.

Applying learning media in the teaching-learning process can enhance new interest and motivation [16].

In this case, to improve learning procedures, media that seem attractive are needed to activate students, and foster enthusiasm and interest in teaching and learning activities in the classroom The preference for fixing this right is the use of interactive PowerPoint media, where the use of this media combines all media elements, for example in the form of text, images, audio, and visuals as well as animations that make learning seem more interesting [17] [18].

Interactive multimedia can be used on computers and mobile phones by containing more than one media (text, images, video, sound and animation). Interactive multimedia is an innovation in the development of learning media. With interactive multimedia learning will be more interesting because students can interact directly with the learning media used. Students can interact directly with the learning media by choosing their menus in the interactive multimedia. So that students do not feel bored and learning becomes more meaningful. With interactive multimedia based on PowerPoint, learning can be done anytime and anywhere because students can operate it outside of school hours. Learners more easily understand concrete material that is often encountered in everyday life [18]. Thus, PowerPoint media which is packaged interactively can increase children's interest [19]

PowerPoint may be used to create more appealing and effective slides by using multimedia elements such as text, images, animation, and video. It provides ready-to-use templates based on themes, colors, or effects that customers can quickly customize to meet their own requirements. [20]. In other words, the PowerPoint program is one of the software developed to display appealing multimedia that is simple to make, simple to use, and relatively inexpensive because it requires no raw resources other than tools to store data. Powerpoint can be used in learning activities as a media. Because it does not require any specific expertise to utilize, educators and students can easily design and operate it. [18].

Because PowerPoint is a common application that comes with the Microsoft Office package, it is available to the majority of computer users. It is popular because it is user-friendly, with a brief display, a basic and easy-to-understand menu, and a variety of language systems in addition to the standard Roman system. PowerPoint content is constantly updated to keep up with current technology, allowing it to compete with sophisticated and premium apps. All that is required is for users to be more creative in exploring its functions, which go beyond conventional slide display and include animation, audio or voice recording, and video production [20].

Mobile phones and laptops can be used to help mosque youth in the learning process. Among them, it

can be used to learn foreign languages such as English and Arabic. Those technology and communication tools are very popular with teenagers at the Bilal Bin Robbah mosque. The dependence of mosque children on these two communication tools worries parents and mentors of mosque youth about the negative influence. Mosque teenagers need guidance to use cellphones and laptops for positive things. The use of instructional media needs to be controlled by parents and teachers, so students don't abuse it [21].

Thus, PowerPoint is a media for learning multilingual which also impacts children's literacy. This interactive PowerPoint media is developed based on multilingual literacies for learning foreign languages for children. Interactive multilingual literacy PowerPoint media is a digitally developed PowerPoint media that contains two languages (English and Arabic) and is then arranged according to the needs of the children, complete with illustrations, audio on pronunciation, and example sentences in both languages. For more information, this study analyzes the stages of developing a multilingual literacy media by using PowerPoint to assist youngsters in Billal bin Robbah Mosque in learning a foreign language..

This study aimed to develop Microsoft PowerPoint interactive learning media-based multilingual literacies for learning foreign languages that are used by children in Billal bin Robbah Mosque. The research problem formulations are (1) How is the development procedure of Microsoft PowerPoint Interactive Learning Media Based Multilingual Literacies; (2) How is the Validation of Microsoft PowerPoint Interactive Learning Media?

2. MATERIAL AND METHOD

The research method is Research and Development using the ADDIE model. This model is structured and programmed with sequences of systematic activities to solve learning problems related to learning resources that follow the needs and characteristics of students [22].

One of the most popular models used in the field of instructional design as a guide for creating an effective design is the ADDIE model. Using the ADDIE model's procedures on any educational product, this model is a method that aids teachers, content developers, and instructional designers in developing an effective,

efficient teaching design. In reality, the components created using the ADDIE model can be used in both online and face-to-face settings. Additionally, the acronym ADDIE, which stands for Analysis, Design, Development, Implementation, and Evaluation, symbolizes this methodical approach. It stands for the critical steps in the creation of instructional design. Each stage of the ADDIE model is connected to and influences the others (Aldoobie, 2015).
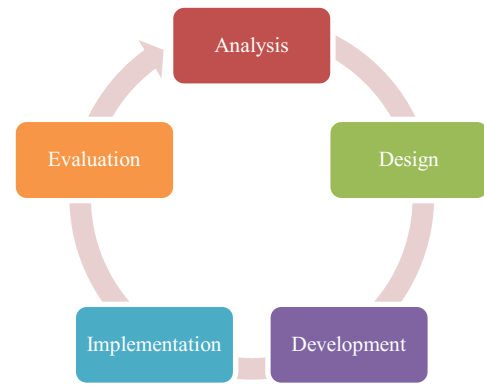
Figure 1. ADDIE Model

Analysis, There are two analyses done i.e. analyzing the setting and the material. Before conducting the needs analysis, the researcher conducted an interview. In June 2023, the researcher spoke with one of the teachers of children in a mosque about the students' situation. Analyzing the materials is done by finding out the children's needs and interest in learning a foreign language The researchers analyzed the learning demands and problems of the target students throughout this step. Researchers also collect extra information about the learner's desired knowledge, abilities, or attitudes, as well as what needs to be taught to achieve these goals. [23] Materials for interactive PowerPoint learning media were adapted from some basic expressions in daily life in English and Arabic.

Design, The course grid was created at this point as a framework for developing and managing interactive PowerPoint learning media based on student demands. Following the creation of the course grid, a flowchart was created to depict the multimedia's flow and sequencing based on the aspect of validation assessment.

a. Content Aspect Validation (Material)

Table 1. Indicators and aspects assessed in content (material) validation (English)

Indicators	Assessment Aspects
Material Quality	The breadth of coverage of material content
	Suitability to learning objectives
	Clarity of material content
	Description of the content of the material
	Clarity of included examples
	Coverage of included examples
Language Quality	Clarity of the language used
	Suitability of language to target users
	Accuracy of English pronunciation
Quality of Practice Questions	Suitability of training/tests with competency
	Balance practice questions/evaluation tests with material
	A series of evaluation questions presented

Table 2. Indicators and aspects assessed in content (material) validation (Arabic)

Indicators	Assessment Aspects
Material Quality	The breadth of coverage of material content
	Suitability to learning objectives
	Clarity of material content
	Description of the content of the material
	Clarity of included examples
	Coverage of included examples
Language Quality	Clarity of the language used
	Suitability of language to target users
	Accuracy of Arabic pronunciation
Quality of Practice Questions	Suitability of training/tests with competency
	Balance practice questions/evaluation tests with material
	A series of evaluation questions presented

b. Content Aspect Validation (Media)

Table 3. Indicators and aspects assessed in media validation

Indicators	Assessment Aspects
Efficiency	Ease of Use of the Program
	Ease of Selecting the Program Menu
	Ease of Interacting With the Program
	Ease of Entering and Exiting the Program
Button Function	Ease of Understanding Button Structure
	Accuracy of Button Reaction (Button).
Physical Quality	Program file capacity for easy duplication
	Program Strength/ Durability
Graphic Quality	Text and Image Layout
	Appropriateness of background selection
	Appropriateness of Font Size and Type Selection
	Colour matching
	The attractiveness of serving animated images
	Audio quality used
	Suitability of the selection of animated images with the material
Key Quality	The appearance of the button (button)
	Regularity and consistency of appearance

Development, The initial draft of the interactive learning media learning was made using Microsoft PowerPoint during the development stage and was based on the course grid and flowchart. The interactive learning multimedia focuses on children's daily life utterances in English and Arabic. The development stage was carried out to determine the validity of interactive Microsoft PowerPoint media for learning foreign languages, namely English and Arabic.

Validity is defined as the result of expert or expert validation of teaching materials. Based on input from experts, the material and design of teaching materials that have been prepared are revised to make the product more precise, effective, easy to use, and has high technical quality [24]. A field test on the validity of Microsoft PowerPoint media products is applied to 15 children who joined the program.

During the field test, an assessment of the practicality of Microsoft PowerPoint media was obtained from the results of filling out the questionnaire by three teacher observers. Apart from that, data on the validity of Microsoft PowerPoint media was obtained which can be seen from the validation indicators of teaching materials. The data obtained from the results of the validity of the Microsoft PowerPoint media were analyzed from the validation results on the validation sheet of content aspects (material), programming and display by experts (lecturer) and user validation.

Validity data is obtained by analyzing validation test questionnaires that have been filled in by experts as validators. The analysis is carried out in the following stages (Yenti et al., 2020)

a. Providing a score for expert assessment via a questionnaire based on a Likert scale.
b. Determine the percentage of expert assessment using the formula: $NP = \dfrac{R}{SM} \times 100\%$

NP = Percentage Value
R = Expert Assessment Score
SM = Overall maximum score

c. Provide an assessment of validity with the following criteria: (Andani, 2022)

Table 4. Criteria assessment of validity

Interval Percentage	Criteria
80% < P ≤ 100%	Very valid
60% < P ≤ 80%	Valid
40% < P ≤ 60%	Pretty valid
20% < P ≤ 40%	Less Valid
0% < P ≤ 20%	Invalid

The data obtained is descriptive and quantitative data. Descriptive data comes from suggestions and comments from validators. Quantitative data comes from assessing assessment aspects using a checklist (√) with the following criteria. Score 4, if the validator gives a very good assessment. Score 3, if the validator gives a good assessment. Score 2, if the validator gives a poor rating. Score 1, if the validator gives a bad rating.

The participants of the research were fifteen (eleven boys and four girls) who joined the program in the mosque of Billal bin Robbah such as read and recite the Qur'an and do some activities related to self-actualization to develop their talents.

The validators of the media consist of material experts and media experts. The material experts are two lecturers from English and Arabic. The last subjects were fifteen children who joined the mosque activities. The data collection methods cover the evaluation data of media content, learning design, media expert data, and small group trial results. A questionnaire sheet was used to get the data that was continually analyzed descriptively.

Implementation, he implementation step is conducted to find out the quality of the learning media such as validity. It is implemented in small groups of children and lecturers as input for product draft revision. Evaluation, The evaluation is the last step of developing media using the ADDIE model. It consists of formative and summative evaluations. Formative evaluation is used to collect data on each phase of the improvement process. Summative evaluation is performed at the end of the program to determine its impact on students' learning outcomes and learning quality [22]. This study only uses formative assessment because it relates to the processes of development research to improve the development product.

3. RESULT AND DISCUSSION

Based on the observation conducted by some children who learn in the mosque, learning Arabic and English was very difficult. They tend to have difficulty in reading and saying some words or sentences that are different from the written text. The unknown and unfamiliar words made them stuck and reluctant to continue learning. They also lack confidence which makes them inferior in

learning. Even though, they want to know more about those foreign languages. For this reason, it seems that they need media to facilitate their learning effort. Therefore, the researcher developed an interactive PowerPoint learning media to aid children in learning some languages called multilingual that can be used easily, anytime, anywhere.

The topics that were developed cover some daily life expressions such as greeting, introduction, and talking about daily activities, family and hobbies. Those materials are close to their daily activities. So, it was contextual and suitable for the children's need who want to learn English and Arabic as foreign languages. The media was designed using PowerPoint interactive and interesting and also integrated with sound that came up after every sentence provided.

Figure 2.The main display of power point media
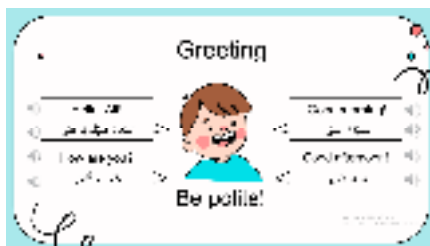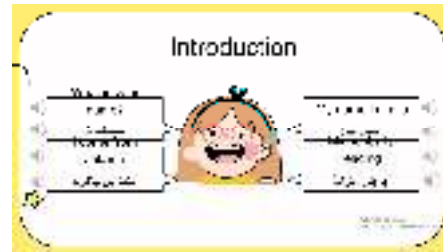

Figure 3.Menu display in greeting

Figure 4 Menu display in introduction

Based on the ADDIE model of development, there 5 stages in developing the interactive PowerPoint: (1) Analysis; This stage was conducted to find the problem of the children and the teacher in the mosque related to some activities about self-actualization to develop their talents. Some children like playing on phones while they are listening to the teacher and waiting for their next turn to recite the Qur'an. This condition made the teacher concerned about solving the problem because their concentration was distracted. So, children need to have useful media that can be played on their cell phones.

This media can facilitate children in learning foreign languages, English and Arabic. Those languages are very important to be learned as an international language. (2) Design: At this stage, the topic chosen was about the greeting, introduction, daily activities and hobbies. These materials are related to their need to learn a foreign language for the basics. It provided some expressions and utterances both in English and Arabic. Also, it gave examples in the form of dialogue. Moreover, the sound of the text platform was used to complete the media that can be used interactively. (3) Development; The media is then developed based on the design. The validity of the media was done to know the worthiness of the media. Three experts validated media, 2 material experts for English and Arabic and 1 media expert. The analysis result of the media expert assessment can be seen in Table 1

Table 5. Media expert assessment

Assessment Aspect	Score Expert	Rating Percentage	Category
Efficiency	15	93.75	Very Valid
Button Function	7	87.5	Very Valid
Physical Quality	7	87.5	Very Valid
Graphics Quality	21	75	Valid
Button Quality	6	75	Valid
Total	56	82.35	Very Valid

Based on Table 1, the media assessed has got very valid category with a rating percentage of 82.35%. It means that the media developed is feasible to be used as learning media. Some input that was given by the media expert that was the graphic quality needs to be improved. The font changed to bigger so it was clear to

read. The sound needs to be changed into the real sound from the teacher not from the Google machine of sound. The material validation of the media consists of two experts that are from English and Arabic teachers. The result of material assessment media can be seen in the table 2 and 3.

Table 6. Expert assessment of english material

Assessment Aspect	Score Expert	Rating Percentage	Category
Material Quality	14	58.33	Pretty Valid
Language Quality	8	66.67	Valid
Assessment Aspect	7	58.33	Pretty Valid
Total	29	60.41	Pretty Valid

Table 7. Expert assessment of arabic language

Assessment Aspect	Score Expert	Rating Percentage	Category
Material Quality	20	83.33	Very Valid
Language Quality	9	75	Valid
Assessment Aspect	10	83.33	Very Valid
Total	39	81.25	Very Valid

Those 2 tables present the result of material assessment from English and Arabic expert validators. There is a significantly different result from the English and Arabic material experts. The English material has pretty valid criteria with a rating percentage of 60.41%. In contrast, Arabic has very valid criteria with a rating percentage of 81.25%. Some suggestions arose from the material expert, such as; the material should be developed completely and comprehensively. Some sentences have grammatical mistakes. It needed to add visual graphics that represented each sentence. The sentences should be made in a natural way and audible using the real person not from Google (sound of text). It also needed to add a clear command to every practice.

4) Implementation, This stage was the implementation of the media for the children. Some suggestions from media and material experts were responded to by improving and revising some mistakes and weaknesses of the media. In this stage, the media was taught to learn English and Arabic for 15 children who joined the program. In the process of learning, firstly teacher greeted them and introduced them to the media that was used to learn English and Arabic. Collaboration between English and Arabic teachers was done to deliver the material. Here, the children were asked to listen to some sentences/expressions and practice how to say the words/sentences directly. So, it was a kind of drill and practice word by word to make them aware of pronouncing some words/sentences. In addition, they also practice the dialogue that was provided in PowerPoint media.

5) Evaluation, at this point, children were tested to practice some dialogues both in English and Arabic with some helps from the teacher to give feedback and suggestion about the children's production on some expression and also their performance. The children got new experiences in learning using this media. The result of the evaluation showed that 10 children out of 15 could perform very well in practising the dialogue.

Interactive PowerPoint learning media was successful in elevating children's self-confidence when they were able to practice the dialogue with their friends. The media can be accessed by handphone. It was easy to use. The children could just open PowerPoint, read the word, and click the audio to know how to say the word both in English and Arabic. There are some components in PowerPoint such as text, pictures, sound, and contextual material for everyday life. These components are related to [25] that Interactive learning media is a collection of numerous media components such as messages, images, photos, activities, recordings, and sounds that are introduced intuitively by including exciting moving activities that pique students' interest in learning and understanding conceptual learning ideas.

Children can operate the media by opening the slide and clicking and sounds that they want to learn. Thus, they can learn and relearn and also repeat many times they want until they understand the material and practice the expression. It can be done anytime anywhere. The media did not need an internet connection or quota to access. The advantages of interactive learning media include better access for students, more engaging instruction, and improved learning skills [26].

CONCLUSION

In conclusion, several things can be concluded based on the research results on developing interactive PowerPoint learning media based multilingual literacy in learning language for children Billal Bin Robbah, as follows. (1) Interactive PowerPoint learning media in English and Arabic was developed using the ADDIE model i.e. Analysis, Design, Development, Implementation and Evaluation based on the needs analysis (2) The validity of the interactive PowerPoint can be seen from the results validation in the form of assessments from three experts. Thus, the media has good validity and feasibility that can be used for learning.

AUTHORS' CONTRIBUTIONS

Sri Wiyanah: Conceptualizing, writing manuscript, editing/reviewing, evaluating, final approving

Sisca Candraningsih: Conceptualizing, designing, gathering data, analyzing, evaluating, and writing manuscripts.

Juang Kurniawan Syahruzah: Designing, gathering data, analyzing, evaluating, reviewing.

Rifki Irawan: Designing, gathering data, analyzing, evaluating, reviewing

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